



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

XXVII.

ST. LOUIS, MISSOURI, OCTOBER 9, 1894.

No. 10.

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AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XXVII.

ST. LOUIS, MISSOURI, OCTOBER 9, 1894.

No. 10.



And National Educator.

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J. G. REYNOLDS, BUSINESS MANAGER.

St. Louis, Mo., Oct. 9, 1894.

J. B. MERWIN, St. Louis, Editor.

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WE tender our sympathy of course, to those members of the "wire-pulling, office-seeking, mutual admiration society," so vividly described by Editor Brown, who were neither "called" nor "chosen" by the "Committee of Ten." We are glad to know the broken noses are healing up, so that the splinters and plasters can soon be taken off. Meantime the report of the "Committee of Ten" seems to be open for remark.

PRACTICAL WORK.

Mere prattle, without practice.

—Shak.

WE ought to see to it that every lesson in school counts for help and strength in the daily duties of life. The time, study and expense of the school is for the benefit of the children. Let the children understand this from the first. Let them understand that they belong to *two* families; their own, and the other family or brotherhood of humanity.

Both must be considered; for this other family of humanity contributes more to the life and happiness and the wants of the single individual than any single individual can contribute to humanity. It is now each for all, and all for each in the school, in society, in travel, in all our life of profit and progress.

The school-house is built not for one, but for all; the teacher is employed and paid, not for one, but for all. All must yield something for the common good and the common benefit. Railroads are constructed and run, not for one, but for all; books are printed, not for one, but for all. Government is instituted and society, school, home and church, not for one, but for all; thus the horizon of life, study, effort and obedience to law is enlarged and extended.

These all contribute vastly more as a whole than any single individual contributes. The individual in society gets the great aggregate of contributions from all in all directions and from all departments of human labor and human effort, for only the small pittance he can give, even when he gives the most and the best that he has. Children trained day by day into such a life, such an education, grow into wise, patriotic, helpful men and women. With such wise leaders, a great and a grateful people follow on to peace and prosperity.

THE announcement by Vice-President and General Manager, Chas. M. Hays, of the well-earned and richly deserved promotion of Mr. C. S. Crane as General Passenger and Ticket Agent, vice Mr. F. Chandler, deceased, and of Mr. H. V. P. Taylor, as Assistant General Passenger and Ticket Agent, vice C. S. Crane, promoted, gave entire satisfaction to the ever-widening circle of patrons and friends of the "Wabash." Mr. Crane, ever since he entered the service of the Wabash line, in 1864, has shown an integrity incorruptible, and an ability that rose to the need of every position assigned him, so that both Mr. Crane and Mr. Taylor are held in the highest esteem in railway and business circles generally, and they are to be sincerely congratulated upon the promotions made by General Manager Hays.

THERE is no teacher, superintendent or expert whose work is so good or whose thought is so progressive that he cannot learn infinitely more than he knows, if he will but study carefully the successful experiments of practical school men and women.

EDWARD ATKINSON says, wisely, that "The true standing army of the United States, and the *only one* on which we can rely for effective or useful service in the future, is the great body of teachers in our common schools, academies and colleges. This number has increased from 229,921 in 1872 to 377,000 in 1892. The appropriations for schools between these two periods have increased from \$74,234,476 to \$155,000,000, and yet how far short we are in our comprehension of the duty and the responsibility which now rests upon us."

The writer refers only to the teachers "in our common schools" and only the expenditures for common schools. Add to this statement the number of teachers who are doing equally effective work in our numerous private schools and the number of teachers in the United States exceeds 400,000. An army white-souled and high-souled working for peace, prosperity, obedience, light and love.

OUR more intelligent and efficient teachers are conscious of, and thankful for, the great services rendered by the so-called speculative philosophers.

ALONG the track of life of these children our teachers hold a torch, lighting them into paths of knowledge, obedience and power. This power of light and truth cannot die until its great purposes have been completed.

GRADES in our school system should be flexible so as not to retard the progress of pupils, but to stimulate study. Ought not our "Reading Circles" to be made flexible also? Most pupils can do well, vastly more in reading circles than most of our reading circles prescribe.

If you read our editorial entitled "Plain Talk" you will see that such scoundrels and traitors as Quay and Brice do not "break" into the United States Senate chamber.

If our school directors are not as liberal, and large-minded, and intelligent as we think they ought to be, to provide for the education of American Christian citizenship in our common schools, our editorial on "Plain Talk" will show you that they did not "break" into this office.

If our county superintendents and school commissioners are not as strong, progressive and independent as some think they ought to be, our editorial on "Plain Talk" will show you that they did not "break" into this office.

We need to be all alive, alert and aflame with love and zeal in our efforts to help the pupils and the people to more intelligence. When people know and see a thing is wrong and dangerous will they not, if they are wise, at once, infallibly and persistently, set about arranging for its overthrow, set influences at work, facilitating and forwarding this and rest not, and stop not, if it is practicable, until they accomplish their object?

It is hard study and steady mining which brings to your pupils the diamonds of wisdom.

SUPPOSE we put it this way, that those only have the right to govern who know how to govern. How do you like it? Is it true? If not, try the opposite and see what you get.

WITH such clear light as shines now we hope our teachers are leading their pupils in paths of nobleness and peace.

HERE is a specimen of a "composition" with a moral: "A man went into a store and asked if he could rest four or five hours. The proprietor, who had just found a nest of newly born mice in the coffee grinder, told him he could, and then asked him why he didn't go to a hotel. The man remarked: 'I am suffering from nervous prostration, and the doctor told me to find a quiet place to rest, and as I see you do not advertise, I knew that I could not find a quieter place,' and with that he settled back in his chair and watched the swallows build a nest in the cheese case."

PLAIN TALK.

Every bondman in his own hand bears
The power to cancel his captivity.
—Shak.

OR, in other words, the statement of a so-called "statesman out of a job" is true. The people are responsible and if evil exists in this country it exists, because the people in their ignorance connive at it or because they are indifferent to it. Ex-Senator Ingalls, in a late speech, said: "We hear a great deal in these latter times about the bad government in this country, that this is a government of the millionaires, that it is a government of the plutocrats, that it is a government of the classes, in which Republican legislation has been enacted for the benefit of one class, and for the oppression of other classes. I want to say that the people of this country have exactly as good government as they deserve to have."

"The government of this country is exactly what the people of this country see fit to make it. I have heard the Senate of the United States described as a syndicate of millionaires, as a bankers' club, and I want to say that if there be in that body a dull, vacant and degraded millionaire, with not intelligence enough to vote audibly when he is called on the yeas and nays list, he is there because some constituency sent him there, because there is no man, whether he have the millions of Vanderbilt multiplied by those of Astor many times, who can break into the Senate of the United States by his millions and obtain a certificate unless some constituency sends him there. We hear a great deal about boodles in municipal government, about sugar senators, about men who, like Judas, betrayed their masters with a kiss and sold out the sacred cause of liberty for thirty pieces of silver; they got there because some delinquent community sent them there. If you have a freak in the House of Representatives that would be a disgrace to a political dime museum, he goes there because freaks sent him there, and if there be a man who sells out his vote for shares in the Sugar Trust, he is there because the men who ought to have been attentive to their duties at the primaries, at the nominative conventions and at the polls, failed to perform their duty, because there are more good men, there are more upright men, more patriotic men, there are more intelligent men in every community in this country than there are the reverse. If there is

not, then self-government is a failure, and this government had better be thrown into liquidation and have a receiver appointed and close its concerns."

PLEASE give it to us short, sharp and plain, so we can print it right here in a very few lines and in a very prominent place in the JOURNAL—this "philosophy of education." This record of only seven applicants for teachers certificates out of seventy being successful, and that out in Kansas too, makes a bad showing. Let us have this "philosophy of education" stated and printed—if it does not take more than ten lines, or even if it takes more than that. We want to print it so that our 200,000 readers can have it. Will the "experts" report early?

AN IMPROVEMENT.

—and hates the slime
That sticks on filthy deeds.
—Shak.

MR. GEO. P. BROWN, in a late number of *The Public School Journal*, of which he is editor, in speaking of the National Educational Association, says:

"The National meeting has been growing in worth for several years. The suggestion of change in method of conducting it, made by Dr. Harris and others, which have been adopted, have called more students and scholars to these meetings than formerly attended. The active membership is no longer composed of persons whose chief ambition is to be elected to some office, but men and women are there to study educational problems together, in little companies and out-of-the-way places—but all the better for that. They have no interest in the *political wire-pulling* which has given so many notoriety by conferring office upon them. They are of the class that believe that the man ought to honor the position rather than be honored by it; and it is these men that give dignity and honor to the association and make office in it of value. The Council is to have a meeting this year. This body seems now to be giving some reason for its existence by organizing movements like that of the 'Committee of Ten.' If it shall continue this work, the educational public may yet rise up and call it blessed. Formerly, and for years, it was chiefly a *mutual admiration society* that met for the pleasure and profit of its members. It is high time that it begin to work for the good of others."

"The program gives evidence that those who attend the meeting in search of light will be able to find it, in spots at least. The real value of such a meeting is in private conferences with kindred spirits, rather than in the public addresses. Some of the latter, however, will be full of inspiration and guidance, if the listener shall know what to take and what to reject. Hospitality to suggestion is his best mental attitude."

Evidently *The Public School Journal* is not one of the subsidized organs of "a mutual admiration society," nor "of persons whose chief ambition is to be elected to some office" by "political wire-pulling, which has given so many notoriety by conferring office upon them."

We were not present when the explosion of the disreputable Sheldon-Canfield "political wire-pulling" conspiracy occurred in St. Paul, but we published the accounts given by the daily papers of the infamy which was attempted on that occasion. Evidently the editor of *The Public School Journal* feels that the evolution, from the sterility and emptiness of this "wire-pulling," "office-seeking" "mutual admiration society" up to the organization of a movement like that of the "Committee of Ten," is a commendable improvement and worthy of notice; even though it leave "those persons whose chief ambition was to be elected to some office by political wire-pulling," still smutched,—

"With the slime—
That sticks on filthy deeds."

INTELLIGENCE is this enormous pendulum of civilization swinging from Maine to California. Ignorance stops it, anarchy strikes it down and clouds the whole land with its tragic hate and darkness. What a debt beyond compare we owe to our teachers for their work and their training of the children into paths of obedience and light. Every parent, every taxpayer, every editor should be stating their value and their power. We are ashamed that we have done so little for them the past quarter of a century.

Is it not the object of our common schools to make intelligent citizens who shall be desirable and useful to the state? Is any work done in this state more valuable than this?

THE pension appropriation this year is \$151,518,570.

LINCOLN INSTITUTE.

It will be rebuilt. Its career of usefulness, under the careful, conservative administration of Prof. I. E. Page, has been so marked as to command the attention, respect and cordial support of the people of the State. The Legislature has wisely and prudently made appropriations not only to sustain the admirable work of Prof. Page and his assistants, but have added a valuable and practical "Manual Training Department" to meet the growing demands of the Institution.

Its present board of regents is made up as follows: Jesse W. Henry, O. G. Burch and John F. Heinrichs, of Jefferson City; B. B. Cahoon, of Fredricktown; T. I. Goddin, of Loutre Island, and George H. Green, of Macon City. State Superintendent of Schools Wolfe is also ex-officio a member of the board. J. W. Henry is chairman, O. G. Burch, secretary, and A. Brandenberger treasurer of the board.

EXPERTS NEEDED.

Ignorance is the curse of God,
Knowledge the wing wherewith we fly to
heaven.
—Shak.

AFTER we had read over again and again, and yet again, the report of "The Committee of Ten" we asked for an "expert" to tell us just what they had "reported." While anxiously waiting on this expert, and we had waited some time, our eye fell upon the following ominous statement from Kansas:

Kansas is always a surprise, but the mastodonian spine of "The State Board of Education" of Kansas must seem colossal to the sixty-three unfortunates who were sent back to their
because they don't know the "philosophy of Education." Here is the bold, bald statement as told to the world:

SEVEN OUT OF SEVENTY.

Special Dispatch to the Globe-Democrat.

TOPEKA, KAN., August 15.—The State Board of Education held an examination last May of applicants for teachers' certificates under the law giving to graduates of approved colleges and universities of the State the right to take the examination. Out of a class of seventy the State Superintendent announced that only seven had been successful in attaining to the standard prescribed by the board. The examination was on what is termed professional subjects, viz: Phil-

osophy of education, history of education, school law, school management and general methods of instruction. Most of the applicants failed in the branch of philosophy of education. The successful applicants were: Elnora Harris, of Lawrence; Mary M. Cain, of Ottawa; N. W. Dible, of Salina; A. B. Stalker and Henry Dodd, of Great Bend; W. L. Holtz and Homer Myers, of Baldwin.

"Failed in the branch of philosophy of education." Now will this expert "State Board of Education" of Kansas give us a plain statement of "the philosophy of education?" We confess, however humiliating such a confession may be, that so far in our study of this subject we have failed to find a specific definition of the "philosophy of education." We have heard in a general way about such a "philosophy" as we have heard of several other "philosophies"—the philosophy of Aristotle, of Kant, of Hegel, of Herbert Spencer and others.

Here, now, is a call for another "expert." Meantime the first one called upon has not yet reported. We want to publish these good things in this journal so that the ratio of successful applicants for teachers' certificates may be somewhat larger than *seven* out of *seventy*!

Of course *all* of the 400,000 teachers and educators of the United States could not be chosen by the "Committee of Ten." They only wanted 90 more than themselves. How then could everybody expect to be chosen? Nearly all of the "broken noses" have been splintered and plastered up, and "Dr.'s" report that all are now doing well, with two or three exceptions. It is expected that with time and change of surroundings and employments, these too will recover. Meantime the "report" of the "Committee of Ten," will be so fully and freely discussed, we hope, that the committee itself will come to a better agreement and understanding of it. Certainly wise people will not object to a discussion of 'the most important educational document ever published in this country.' If they do object, the objection will not avail. Chancellor Anson Judd Upson, of the University of the State of New York, at the meeting of the 32d University Convocation, in his annual address before that distinguished body of educators said, with both wit and

wisdom, that "this, as you all know, is one of the most *important* educational papers ever published in this country. It is hoped that all the members of the convocation have read it—especially *those* who intend to *discuss* it." It has been quite extensively advertised that at some of the educational meetings held the past summer, certain parties would lecture on what this "report" "is not." We, too, could tell as much as this—the report is not a cart-wheel, but if we should undertake to say that the report is a wheel within a wheel, there are those who would fill up our word-pitchers so full of their own meaning and then hold us responsible for the meaning they put into our words—that we prefer to wait for the say of "experts." We beg leave however, modestly, to second the motion of Chancellor Upson, that these experts who discuss it, should read it.

OUR NEW LIBRARY.

They are the books, the arts, the academies
That show, contain, and nourish all the world.
—Shak.

No such library as this new one of Uncle Sam's was ever planned before. You must imagine, to begin with, two iron book-cases, each 65 feet high, 112 feet long, and 45 feet wide. They tower up through the building, story on story, in nine tiers. Each book-case will hold 800,000 volumes. The metal framework is made gridiron fashion, to permit the free passage of the atmosphere, for books need fresh air as much as human beings, else they rot. The floors are sheets of iron, and fire could do no damage worth mentioning, for books will not burn; they will only smolder under favorable circumstances.

The library has 1,800 windows. Those which admit light to the great book-stacks above described are single sheets of fine plate-glass. Looking from the interior court-yards, the walls inclosing the book-stacks appear to be almost wholly glass. Thus the title on the back of every volume may be easily read.

It is an interesting fact that one of the assistant librarians of Congress is a woman. Miss Dwyer is her name, and she comes from Texas. She was appointed only the other day, being the first person of her sex appointed in the library for twenty-five years. At present she is engaged in the recording of copyrights. That is an odd branch of Mr. Spofford's business. He says that the financial

depression has had very little effect upon it. Comparatively few books are being published just now, but there is a boom in the copyrighting of drawings and prints, and in the exclusive rights are being asked for immense quantities of musical compositions. This last is largely owing to the circumstance that, according to recent law, music printed in England may be copyrighted here.

You cannot "get something for nothing" in this world unless you take the risk of going to the penitentiary. *Printers' Ink* says: "A Western correspondent, who advertised his goods to be the 'most expensive in the market,' expresses surprise that the result was a large sale. It appears, however, that the goods were promised to outlast all cheaper productions, and to pay best in the end. Every one wants the best, and most people will pay more to get it. The advertiser who now uses the expression, 'A little higher in price but—' will undoubtedly find it of great value."

"EVERYBODY'S ideas go into the newspapers, and everybody may adopt and use anything which he thinks is good, and, in return therefor, turn out as many new ideas himself as he can, letting them go into the general fund for the common good. One of the brightest business men I ever knew said to me: "Intelligent copying is nearly as good as originality. As a matter of fact, everything has been said by somebody or other at some time or other, and one can never tell whether an original idea is original or not."

DR. WM. H. MOWRY says that "it is absolutely needful for the welfare of any community that its schools should keep pace with the progress of mankind in other directions. Neither the text-books, the apparatus, or the methods of instruction of a generation ago will answer the purposes of to-day."

It is said that "one of the best school reports ever written by any city superintendent has recently been issued by Fred L. Burk, of Santa Rosa, Cal., who has made an immense success of departmental work, while Stockton has led the world in modernizing the attitude of the school board toward teachers and teaching."

THE COUNTY SUPERINTENDENTS.

NEXT November many County Supts. for the next four years will be elected in Illinois. It is possible that in a few cases some thing effective may be done by the voters on the day of election. But the probabilities all are that the voters will vote the straight ticket. In other words, the party convention of the dominant party in each county or superintendent's district will name the superintendent.

From this fact it follows that any effort to secure a good superintendent in each county must be made soon, and must be made in the convention of the dominant party, whichever that is. Possibly a party convention is as well qualified to select a county superintendent as are the voters. At any rate it is the real ruler and the appeal to be effective must be made to it.

CHANCELLOR CHAPLIN rendered the cause of sound learning an eminent service in his address in the east. Instead of being censured he should be recommended for his fidelity to truth. He has taken away the reproach of silent consent that but for his fearless and truthful statements would have lain like an incubus against us here in the heart of the continent. The facts in the case confirm the truth of all he said.

A SUBSCRIBER from Ozark, Mo., writes us as follows: "THE JOURNAL is eagerly looked for in this section. It has accomplished a great work for us, and from all sections of Southwest Missouri the reports from annual meetings are longer school terms, increased pay for teachers, better school-houses, less charges for criminal prosecutions, and better and more prosperous homes."

WHAT do you think of this statement? The chief aim of education is not to impart knowledge, but to develop power. The selection of the matter of instruction and its arrangement must be determined by the subjective needs of the pupil, rather than by the supposed objective value of the knowledge. "Only that should be subject-matter of instruction which is able to awaken and chain the interest of scholars." If subjects are properly chosen, arranged, and taught, "interest will arise spontaneously, continue through school life, and inspire as a vital power in after life."

WE get from our mines of silver \$75,000,000 per year. Our iron mines produce \$131 161,039 per year. New York city imported \$492,200,000 last year, exported \$357,900,000. It is said that our real estate is valued at \$40,000,000,000 in the United States.

MRS. YATES is elected mayor of Onehunga, New Zealand, under the law enfranchising women. She is the first woman mayor in the entire British empire.

Do not tell your children to do better, but *how* to do better. They need models more than they need critics.

NORTH CAROLINA.

THE June number of *The North Carolina Teacher* completes the eleventh volume, and this issue contains the full proceedings of the splendid session of the Teachers' Assembly held at Morehead City. The manuscript of the proceedings is the excellent work of Miss Rachel Brown, of New Berne, the Assembly stenographer for the session. We know teachers will enjoy the unusually fine speeches made at the Assembly, as there is much that is exceedingly valuable in them.

"The Assembly has chosen wisely and well its president for the ensuing year. Captain C. B. Denson, Associate Principal of Raleigh Male Academy, is one of the best educators of the State, and as a polished and eloquent orator and conscientious Christian gentleman he has few equals. He has been one of the Assembly's strongest friends and promoters even from the day of its conception, and he will have the heartiest support and co-operation of all the people of our State in the administration of the affairs of the Assembly.

VICE-PRESIDENTS.

The committee appointed to select Vice-Presidents then made its report as follows, which was adopted:

1. J. V. Joyner, Greensboro.
2. W. H. Ragsdale, Greenville.
3. Rev. J. H. Horner, Oxford.
4. Dr. L. W. Crawford, Trinity College.
5. W. J. Ferrall, Wake Forest.
6. Miss H. Nixon, Winfall.
7. Miss Eliza Poole, Raleigh.
8. Rev. Jas. Atkins, Jr., Asheville.

9. A. T. Atkinson, Goldsboro. Mr. Howell was nominated in the report as ninth Vice-President, but withdrew his name in favor of Mr. Atkinson.

The Committee on Programme for Educational Day at the State Fair appointed the following persons to assist Prof. Alderman: Prof. W. L. Poteat, Wake Forest College; Dr. H. L. Smith, of Davidson College; Prof. D. H. Hill, of the Agricultural and Mechanical College; Dr. L. W. Crawford, of Trinity College; Dr. Charles D. McIver, of the Normal and Industrial School; President W. W. Staley, of Elon College; President L. L. Hobbs, of Guilford College.

The North Carolina Teachers' Assembly was organized just ten years ago, with Eugene G. Harrel, (editor *North Carolina Teacher*), as Secretary and Treasurer, and began its work in building up the cause of education in that State. During this time all eyes have been turned to watch the results of the work of this great organized effort of the teachers and friends of education, and the grand success of the work was announced by Hon. Hoke Smith, Secretary of the Interior, at Greensboro, on June 7th, when he said: "North Carolina has surpassed every other Southern State in the past ten years in educational progress, and if she advances in the same proportion for the next ten years she will surpass every State in the Union." We have been proclaiming this fact to our readers for a long time, even while North Carolina was being discredibly compared with other States by some of our school officials. It is hard for us to fully realize and appreciate the value and power of the Teacher's Assembly in developing and strengthening every department of our educational system."

AN EYE OPENER.

You see how this world goes.—Shak.

HERE is an interesting item to read to the boys in your school as illustrating "how this world goes:"

"A business firm once employed a trained young man, whose energy and grasp of affairs soon led the management to promote him over a faithful and trusted employe. The old clerk felt deeply hurt that the young man should be promoted over him, and took occasion to complain of it to the manager.



Feeling that this was a case that could not be argued, the manager asked the old clerk what was making all the noise in front of their building. He went forward and returned with the answer that it was a lot of wagons going by. He then asked the clerk what they were loaded with, and again he went forward and returned, reporting that they were loaded with wheat. The manager again sent him to ascertain how many there were, and he returned with the answer that there were sixteen. Finally he was sent to see where they were from, and he returned, saying they were from the city of Lucena. The manager then asked the old clerk to be seated, and sent for the young man, and said to him, 'Will you see what is the meaning of that rumbling noise in front?' The young man replied: 'It is unnecessary, for I have already ascertained that it is caused by sixteen wagons loaded with wheat. Twenty more will pass to-morrow. They belong to Romero & Co., of Lucena, and are on their way to Marchesa, where wheat is bringing \$1.25 a bushel, while it costs only \$1.00 at Lucena. The wagons carry 100 bushels each, and get 15c a bushel for hauling.' The young man was then dismissed, and the manager turning to the old clerk said, 'My friend, you see now why the young man was promoted over you.' This illustrates the tendency of our times, for we are rapidly advancing into an age when concentration of energy and grasp of a subject in detail in the shortest possible time are requisite for advancement."

This Journal \$1.00 per year.

THE SOUTHERN ILLINOIS TEACHERS' ASSOCIATION.

THE Southern Illinois Teachers' Association met at Effingham the last week in August, and, though the attendance was small, the enthusiasm aroused and the work accomplished was great. The teachers of Southern Illinois are a live and enthusiastic body, and we are sure that if many who were not present really knew what they missed they would attend next year. The good people of Effingham certainly appreciate educational meetings as they did everything possible to make the teachers enjoy themselves. Austin College, which, by the way, is getting to be one of the leading colleges of Southern Illinois received us with open arms. The next meeting of the Association will be held at Metropolis.

The following officers were elected:

President, D. B. Parkinson, Carbondale; Vice-Presidents, Miriam Rhoades, Metropolis, and W. J. Lackey, Louisville.

Corresponding Secretary, J. E. Wooters, of DuQuoin.

Recording Secretary, Louise Baumberger, of Greenville.

Executive Committee, I. A. Smothers, Effingham, Chairman; T. J. McDonough, East St. Louis, Railroad Secretary, and Miss Sarah Whittenburg, Tunnel Hill.

Resolutions thanking the citizens of Effingham for their indefatigable zeal in looking after the wants, pleasures and requirements of the Association were unanimously adopted. Space forbids giving an extended report, but the following extracts from the speakers furnish food for thought:

Much of the so-called scientific work is only a device to kill time.—J. W. SMITH.

A City Superintendent ought to have been at one time a primary teacher, for experience is all.—STATE SUPT. RAAB.

A County Superintendent cannot in any real sense be a superintendent. There should be a superintendent in every township.—VAN-CLEVE.

Many children go through school asleep, they graduate asleep and receive a diploma asleep.—DR. WILDER.

It is the duty of the teacher to wake them up.—ED.

Teachers should be selected by a board of education who are superior to the teachers who are selected.—D. B. FAGER.

Not all teachers who can grade well in examination can teach school.—CO. SUPT. LACKEY.

ARITHMETIC ought to be mastered completely by any and all pupils in six years.—SMITH.

What do you think of that? Are your pupils doing it? Look at that 12 year old boy who has attended for six years. How does he stand?—ED.

WE must keep growing all the time in order to stay where we are.—J. A. ARNOLD.

A good text or motto for any school. Write it on the board and work it out.—ED.

Until you have brought the child in perfect contact with himself you have not done all your work.—SMITH.

THE St. Clair County Teachers' Association had a very profitable meeting in East St. Louis, on Saturday, September 30th. The address by State Superintendent Raab was one of the main features of the meeting. His subject, "The Historic Element in Education," was one of great interest to the teachers, and they were well pleased with the address. The next meeting of the Association will be held in Mascoutah, when it is expected that Wm. Hawley Smith, the author of "The Evolution of Dodd," will make an address.

THE next meeting of the Madison County Teachers' Association will be held in Collinsville, the first Saturday in November.

UPPER ALTON has the best kept school grounds it has ever been our privilege to see.

SHOULD we not as teachers be humbled by what we do *not* know, and industrious to learn what we ought to know?

"I WOULD not get provoked at the annoyances of school any sooner than I would at a rainy day or a muddy road," said a very successful teacher.

THESE children we are educating are the great future.

GET a column of short, sharp, crisp, kindly notes of your school in the county paper. The people read all this with pleasure. Tell what the boys and girls are doing in their studies. What the local geography class is doing, what the local history class is doing, what the reading circles are doing. But few of our teachers yet realize what a power the local paper is in the world, notwithstanding its humble position! It really outnumbers all other classes of publications. It has been estimated that, of eighteen thousand papers published in the United States and Canada, fully *ten thousand* are country papers. The circulation of each one of these ten thousand papers of course shows that millions of people are reached by this means, and there is no other method of advertising what and how much our teachers are doing which begins to compare with it.

THE teachers of Russell County, Ky., express by resolution in their institute their conviction "that the four greatest needs of Kentucky schools are: (a) better teachers; (b) better attendance; (c) more apparatus; (d) longer terms. That we believe the Reading Circle work will do much to improve the teachers of the State."

Now if the teachers of this and other counties in the State agitate these topics in the *local* papers great good will come to them. They want to unite the people and the taxpayers in an effort to carry out these resolutions.

THE post-office appropriation is \$87,460,599. We ought to be circulating petitions for a one cent rate of postage in all our school districts.

OUR friend, Col. H. Martin Williams, is a great believer in campaigns of *education*. In a late issue of his paper, the *Herman Ledger*, he says: Right voting is necessary to the intelligence and patriotic discharge of the duties of citizenship, but right thinking must precede right voting, and right thinking can only come from *education*.

How great a work it is to induce our pupils to go into the society of the best men of all ages, and to not only hear them say their best things, but to be able to *get* these "best things" and hold them and to repeat them, and so enrich the world with their truth and power.

Coughing

leads to Consumption. Stop the Cough, heal the Lungs and strengthen the System with

Scott's Emulsion

the Cream of Cod-liver Oil and hypophosphites. It is palatable and easy on the stomach. Physicians, the world over, endorse it.

Don't be deceived by Substitutes!

Prepared by Scott & Bowne, N. Y. All Druggists.

PEOPLE do not inherit "office" in this country. They do not "break" into any office. We elect or choose our officers. If they are not honest, if they are not competent, "we," the people, pay roundly and smartly for our folly or our indifference, and if we have not wit and sense and patriotism enough to elect honest and competent persons, how can it be otherwise than that we should thus be held responsible for our folly? Intelligence means honesty, competency, safety. Ignorance means dishonesty, incompetency, danger, expense. All the time we are choosing and paying for our choices.

So it seems that the two newspapers having the largest circulation published in this country, are printed in Chicago. As if that "suburb" could not be satisfied with having the largest fires and the largest Fair.

A RICH harvest is evidence that good seed was sown, and that labor and soil respond. So of our schools; sow the seeds of liberality and intelligence and we reap good citizenship, good laws, prosperity, safety.

It is reported that the value of *public* school property in the United States at the present time is \$400,900,000, and of all property used for educational purposes \$600,000,000.

Have you read the "Preston Papers?" If not, why not? You can have that grand book and this Journal for \$1.00. Subscribe now.

THE AMERICAN SCHEME OF STATE EDUCATION.

[Continued from our last Issue.]

VII.

IT is along the line just indicated, as I cannot but think, that the complete unification and consistent elaboration of the scheme of State Education is to be effected. For the larger cities there would seem to be no real reason, beyond that of *inertia*, why this extension of the high school so as to include the college should not take place at once; allowance being made merely for the few years necessary to the practical carrying out of the change. For the sparsely settled districts, county high schools, or central schools for still larger districts, would have to be depended upon, and would of course require correspondingly larger periods for their full development into first-rank colleges. Here, indeed, private initiative has already felt out the way, and many a struggling private institution might easily be converted into a flourishing public one.

So much has already been done in the development of our American Scheme of State Education, that the difficulty of what is here proposed, dwindles into insignificance in comparison. It is, in fact, little more than a re-adjustment of already existing connections that is suggested.

Such change would, it is true, shift a large part of the responsibility of support from the State to the local authorities. It would, in fact, bring the responsibility back to the ultimate "center"—to the people themselves. And this, as already insisted upon in a more general way, would be only to intensify one of the most efficient of all the factors which the American State involves for the moral education of its citizens.

And not only so, but since the college, thus localized, would be so much the more tangible and practically available to the people at large, its influence must be greatly heightened; and by reflex action the local pride thus stimulated could not fail to insure beyond question a liberal support.*

*Quite recently, indeed, the humor of reaction, never wholly wanting in the blood of any nation, has shown itself in fresh eruptions of the familiar plea that "higher" education ought to wait on "primary" education. But do away with colleges and high schools, and the eighth grade of the "common" schools will be a superfluous to be done away with, and then the seventh, and so on. Fortunately effective antidotes appear simultaneously in the form of such vigorous statements of the organic significance of the high school in the total system of education as that of President Seth Low in his Albany

address, and that of Secretary Melvil Dewey in his report contained in Regents' Bulletin No. 25, May, 1894.

VIII.

No doubt private institutions of like grade would still remain and flourish. Individual initiative need not be in the least repressed by such change. But, in most cases, the best located non-sectarian schools, could hardly fail in the outcome to find it advantageous to affiliate themselves, as public collegiate schools, with the one great State University; that is, with the natural central organ of the total educational life of the State.

On the other hand, it is neither to be expected nor desired that such process of affiliation should include the specially endowed denominational schools of high grade and culminating in a great denominational university. It is true that such university, to really survive in the long run, must renounce its denominational character, save in its general atmosphere and in its special theological seminary. But these reservations are of no slight significance. It may very well be that the religious world (as Christian) tends steadily and irrevocably toward federation. This is nothing more than the outward expansion of the inner vital fact that for the whole Christian world as such there is absolute unity of ultimate purpose. So that not only is there no substantial ground of mutual hostility as between denominations; there is rather every reason for mutual esteem and helpfulness. Indeed, each denomination has much the same general relation to the others in the virtual union of the universal Christian Church as that sustained by each of the States to the other States in the American Federal Union. Thus, while there is broad, indestructible ground for mutually helpful federation among the various divisions of the universal Christian Church, there is no less valid ground for maintaining the "local color" of denominational life. For, in each case, such life is but the concrete, organic form of a special trend of conviction due to mental habit. And that people of like conviction and mental habit in the religious sphere of life should associate or *congregate* for the purposes of their religious and social life is no less natural a process of selection than that people of the same trend of conviction in respect of political life should come out from among the rest of the world and form for

themselves a State (the American, for example) organically expressing that trend of conviction. In short, denominational difference is a fact not to be deplored, save so far as it degenerates into wholly anti-Christian denominational hatred. In its total compass the nature of man is infinitely complex. Hence, within this range there is infinite variety in individual mental constitution. It is true that there is to be kept in view the reduction of individual idiosyncrasy and the expansion of individual life into conformity with the infinite type or Ideal. But, it is of at least equal importance to properly appreciate the fact, that not every appliance will suit each case equally well. To deal successfully with the differences, which distinguish individual from individual there must be corresponding differences of detail in the total range of appliances for the education of the human race. For differently constituted minds, different methods of instruction are necessary. And, along with this, it is well known that in the more advanced grades the best results can be obtained only through elective courses, securing to each mind the mental food upon which it thrives best.

Nor is this at all less true in the religious aspect of education than in any other. And not only so, but progress in actual discovery of fundamental aspects of Truth is insured by precisely these differences in method and in special theme. The electrical denomination never ceases to incite the chemical to closer investigation; the physical brethren emulate the astronomical in pressing into unknown fields; and all awake by degrees to the fact that all their eager, throbbing inquiries do but constitute continuously expanding, and hence in ever greater degree, mutually inclusive, spheres of exploration and discovery in the one infinitely complex world of conditions, the highest term of which is *Life*, the science of which again culminates in what may very properly be called the Biology of the Human Soul.

Let the denominational schools continue then. The religious aspect of human life is not less valid than the civic aspect, and can by no means be merged into the latter. The Church, like the Family, has, let us repeat, its special, unique educational responsibilities. It cannot normally delegate those responsibilities to

any other agency. The denominational school is, besides, a perpetual guarantee that the Church will not become divorced from science, either in matter or in method; that it will never assume an attitude of utter hostility toward genuine freedom of inquiry, but rather that, in unison with the Family and the State, it will with ever greater consistency, continue to proclaim the splendid Ideal of the divine nature, and hence the predestined freedom of Man; and that with ever greater clearness of wisdom and sincerity of purpose, it will also continue to expend its vast resources of organized energy in efforts to secure the progressive, actual fulfilment of that Ideal in the present lives of men.

IX.

To turn again to the question of the re-organization of our State System of Education, it may be noted, by the way, as a thing not unlikely, that as our interest upon the subject converges to a definite focus, many hints of practical value will be discovered ready to hand in that unique institution known as the *University of the State of New York*. On the other hand, it may very well be expected that this institution will itself eventually find its present merely supervisory functions incommensurate with the full range of its duties. In which case it will be likely to take on a more tangible, positive form; to assume a local habitation as well as to bear a great name; to organize an active corps of instructors and receive students for actual university work. But this by the way, merely. We have next to observe that many other phases of reformation than those hinted at in this paper, must be wrought into the fabric of our American Scheme of State Education before it can be counted as approximately perfect. But no other phase seems more clearly desirable or more easily within our grasp than this of fusing the high school and the college into one continuous, organic whole. Many so-called colleges are struggling against fate because struggling for an abnormal existence. They would live apart from and above the high school; and yet many of them are not doing even a good grade of high school work. "Fuse, or vanish!" so the handwriting on the wall, concerning such institutions, seems to read.

And, as for the State University, that will be able to perform its highest functions in fullest meas-

ure only when, relieved of the prescriptive, and hence more mechanical, disciplinary work belonging properly to the college, its energies can be given, undivided, to the work of guiding, stimulating and regulating into utmost fitness for leadership those rare minds whose only possible rest is in vigorous, ceaseless, wide-reaching activity.

X.

And yet in spite of our unique national system of education, in which the ideal functions of the state are complete in each commonwealth of the Union, there is still a strange confusion in the minds of some as to what necessarily constitutes the culminating factor in the American Scheme of State Education. It is claimed here and there that this culminating factor should consist in a great *National University*. And yet what could the General Government add to what is now in actual process of accomplishment by the agencies already at work in this field? As we have seen, there is absolutely no single essential factor in educational work that is not even now included in the general scheme of education already practically provided, or in process of being provided, by the several states. Is it that the General Government might devote a larger number of millions to the support of a single great school than could be done by any one of the several states of the Union? And yet it need hardly be said that every dollar of the millions appropriated to such use by the General Government must be obtained by taxation of the citizens of the several states—that is, by withholding money from local institutions of learning in order to establish and maintain a gigantic central University.

Quantity in its extensive aspect—mere "*Bigness*"—is still very alluring to the average American. It is high time that we should cultivate a much finer appreciation of quantity in its intensive aspect—the aspect which in the concrete constitutes wealth of *quality*. What we want above all to render the educational enthusiasm of to-day effective in the highest degree is not huge piles of buildings that overawe the imagination by their mere immensity, not vast aggregations of students in which the individual is lost to view. On the contrary what we need above everything else is (1) heightened quality of educational work through reform in methods, and (2) the

more intelligent choice of instrumentalities. And next to this we want all this provision for the individual's education *brought home as nearly and vividly as possible to the individual*. There is always to be emphasized the actual and fairly measureless local educational value of the state system culminating in the State University. To every citizen of the state such system in its full range is tangible and available. To the great mass of citizens—especially of the more distant states—a National University must remain something vague, intangible, altogether unavailable.

Further, the establishment of a National University in competition with state and private institutions of like grade must have for one of its most objectionable results the fostering of a caste spirit of a peculiarly narrow type. The National University would be assumed by those attending it to be somehow in its very nature necessarily superior to the mere State institution. Graduates from it would tend to assume to themselves a rank in scholarship necessarily superior to that of graduates from other universities. In short, the very attempt thus to realize the conditions of a truly cosmopolitan education must inevitably develop a form of provincialism immeasurably presumptuous and correspondingly offensive and dangerous.

But besides this it can scarcely be denied that the entrance of the National Government into the educational field in competition with the various State Governments must prove a source of serious confusion and demoralization in the whole range of our educational work. If the General Government is to make provision for higher education why should the States trouble themselves to do the same work over again? And yet from economic and other reasons the number of those who could and would attend the National University could never approach the number of those who would attend the State institutions, these being allowed to develop by natural growth into their fullest degree. And not only so, but the National University must be wholly beyond the reach of any except the more wealthy citizens, especially those of the more distant states. In other words, it would prove to be an institution supported at national cost for the benefit first of a favored district, and secondly of a favored class. The only escape from this would be to estab-

lish, in the various sections of the country, duplicates, or "branches," of the original National University. And that must already be to enter upon a course having no other logical result than this: That the National Government should once for all assume entire control of all the appliances of public education throughout the Nation. It must involve a complete revolution of ideas and have as its final result the substitution of a National and despotically uniform system of education in place of the accepted State system of education with its flexibility and consequent assurance of ceaseless improvement.

We may note in this respect a significant hint to be derived from the general history of education. The "public" schools of Europe were first *imperial*, then *royal*, then *local and democratic*. In every case the purpose has of course been to strengthen the Government by means of the enlightenment of the citizen. And this has been but the practical, progressive unfolding of the universal principle that Government is in truth nothing else than the concrete Will of the Nation, and that this Will can be truly realized only in so far as it becomes genuinely *rational*.

Such has proved to be the inevitable course even where monarchy remains as the governmental type. And with the fully developed democratic form of government the realization of the idea of Centrality through its diffusion in local institutions and the consequent multiplication of individual responsibilities, with their subtle educational values, is only so much the more clearly essential. And as a matter of fact such has been the actual course of development of education in America in spite of mystified theoretical tendencies to the contrary.

In this connection it is interesting to note the views held by leading men concerning education during the earlier days of the Republic. The founding of the American Philosophical Society and the American Academy, and later (1819-21) the organization of the Columbian Institute and College, with an actual grant (in 1832) of \$25,000 in cash by Congress, all show how strongly the example set by European governments in assuming both the responsibility in and the direct control of higher education influenced the minds of leading Americans during the forma-

tive period of our institutions. Nor is this surprising since the essential difference in type as between the maturely developed, but simpler and more fully centralized, governments of the Old World and the more complex, but as yet infantile Commonwealth of the New World, with its profound principle of diffused centrality, was thus far by no means fully appreciated in all its subtler implications. And so it happened that many, including Washington and Jefferson, were even persuaded that the new republic could not succeed without a federal university.*

And yet the deeper consciousness of the nation steadily developed toward a State, as contrasted with a National, System of Education. So that while the National University has to this hour remained an unrealized dream, the States have severally been irresistibly driven forward by the inexorable logic of our American system to the establishment of institutions of higher learning, along with and as the necessary culmination of the one System of Education which is completely organic to the intellectual and moral life of the Nation.

XI.

At the same time it would be a very inadequate view which failed to see any educational functions as inhering in the nature of the General Government. On the contrary there is a wide field of educational work, the accomplishment of which the federal authority is specially and exclusively suited to carry forward. The Smithsonian Institute and the various Bureaus are great national collectors and digesters of information invaluable in an educational way to the whole Nation. The National Bureau of Education, in recent years especially, is reducing to clear form, and thus rendering universally available in their wide-reaching significance, an immense range of facts which could scarcely be gotten at, any other way, and which cannot be too highly valued as factors in the rational solution of our educational problems.

And here we may revert, though only by way of barest intimation, to the possible prophecy already hinted at as contained in the present unique organization known as the University of New York. If ever there is actually to be es-

*See the *Pedagogical Seminary*, I. 334. (Contrast with this Jefferson's fear lest the Patent Office should foster monopoly and thus prove dangerous to republican institutions.)

tablished a National University, its legitimate limits and the general character of its organization would seem to be already foreshadowed in that remarkable institution of the "Empire State."

Developed upon that general plan a National University would, in its external form, simply group together in one organization and thus give new life to the existing separate National Bureaus of Information, the National Library, the Smithsonian Institute and other National instrumentalities of specifically educational character.

WM. M. BRYANT.

ST. LOUIS, MO.

(To be continued.)

ERRORS ARE COSTLY.

THIS illustration of the importance of proper punctuation is old but it is a good one to read to your pupils as showing them the value of knowing how to use the marks properly.

It seems that some twenty years ago, when the United States, by congress, was making a tariff bill, one of the sections enumerated what articles should be admitted free of duty. Among the articles specified were "all foreign fruit plants," etc., meaning plants imported for transplanting, propagation, or experiment.

The enrolling clerk in copying the bill, inserted a comma, accidentally, making it read, "all foreign fruit, plants," etc. As a result of this simple mistake, for a year, or until congress could remedy the blunder, all the oranges, lemons, bananas, grapes and other foreign fruits were admitted free of duty. This little mistake, which any one would be liable to make, yet could have avoided, by carefulness, cost the government not less than \$2,000,000. A pretty costly comma, that.

ABOVE all other things children in our common schools should be taught the foundation of the law of duty.

W. R. SPINNEY will hereafter have charge of the Wabash advertising department under General Passenger Agent Crane. He will not be known as advertising manager, however, as that position was abolished when Mr. Durand retired a few weeks ago. Mr. Spinney is thoroughly posted on advertising matters, and we know the advertising department will be well cared for.

COMPOSITION CARDS.

BY AUTHOR OF "PRESTON PAPERS."

[NOTE—These can be cut out and pasted on heavy manilla paper, light bristol board or old postal cards. Only "seed thoughts" are given, but even the least among the little ones will find a helpful suggestion in the hands of a wide-awake teacher.]

TEA.

Drink; tea plant; cups; merchant; tea boxes; Chinese characters on them; kinds of tea; culture; import; tariff law; English customs in drinking; bad habits of; story of a cup of tea.

ROSES.

The queen of flowers; various kinds; how grown; beauty; thorns; odor; Otter of Roses, (Give the several spellings of that word and the price of the perfume,) war of the roses; rose in poetry; as a decoration for home and dress; "rose cold;" rose noble; rose diamond; story of a rose.

OUR FOOD.

Chief articles; where produced; how; your favorite (give a full description if possible); pure foods; impure; laws against; why we eat; how we ought; when; results of overeating; of eating too hastily; irregularly; process in cooking; best for different kinds; foods of various countries; story of a loaf of bread.

SHOES.

Material; cost; kinds; use; manufacture; pairs; difference between girls' shoes and those for boys; iron shoes; shoemaker; patron saint; blacksmith; high heels; patent leather; care of shoes; rubbers; story of a boy who wore wooden shoes.

STARS.

When seen; how many; distance; material; use; poems; size; color; creation; study about; a star story.

COOKIES.

Ingredients; number used; by whom; how made; kinds; cost; how spelled; eaten; different from crackers; story of a boy who ate all he found in the jar.

SWEET OIL.

Manufacture; color; taste; uses; price; where eaten instead of butter; other names for; land of olives; story of a sardine.

GIRLS.

Manners; expense; brothers; dress; usefulness; age; ability; bad habits; good ones; temper; smiles; fun; "tomboys;" as friends; what they like to do; to see; to have; to hear; to taste; to wear; story of a girl who wanted everything she saw.

BROTHERS.

Yours; some one else's; actions; forgetfulness; neatness; good nature; studious; weak; happy; neckties; finger nails; what some brothers hate; story of twin brothers.

EXCERPTS.

THE lily has long been the national flower of France, but before that it was the queen of the spiritual realm, said the maiden. "It was dedicated to the goddess Juno, queen with Jupiter."

THE thistle is the only national flower of Scotland that was deliberately and publicly chosen by a people with no reference to its classic antiquity, for it had none. There was a formal Puritanic council called the middle of the *fifteenth century* at the old council house in Edinburgh to consider the advisability of discarding the figure of St. Giles for the old Scots' standard, where it had been from time immemorial, and under the inspiration of religious animosity they deliberately and enthusiastically replaced the saint with this thistle."

THE Shamrock is the national flower of Ireland, and it is the only one whose use is universal, the only one that may almost be said to have a day set apart for its wearing. What there is to know of it is universally known. It was adopted early in the *fifteenth century* in commemoration of the landing of St. Patrick near Wicklow. The sons of Erin, the wide world over, are enthusiastic over the wearing of the green on the 17th day of March. About the only tradition that I know connected therewith is that it was used by St. Patrick as an illustration of the Trinity. It is wholly unlike the other national flowers in sentiment and tradition. It might easily be hallowed into a sacred emblem, but for wholly non-sacred use to which it is put on the great holiday of the Hibernians.

TRUTH is so valuable and so precious that we ought to be at our best communicating it to others so that it may sit enthroned.

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"It is condensed, and the principles are clearly stated. The examples for practice are just about difficult enough, and the type of the book is excellent."—T. K. Wright, Prin. Munro College Institute, Elbridge, N. Y.

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The Need of a More Extended Primary Course of Study.

BY MIRIAM RHODES, METROPOLIS, ILL.

DID you ever enter the "rural school" and study the picture you found inclosed? As we cross the sacred portals of God's human Wild Flower Garden we see in the background the older plants, the youths and maidens developing into manhood and womanhood, but moving nearer to the gardener we will notice there in easy reach, so as to receive his most careful attention, from eight to twenty young plants. These have just been brought to him, some from amateur gardeners and some from the highways and hedges.

Just as the real professional florist this gardener, we see, is to use the best of his knowledge, tact and patience in helping to develop the wild roses, lilies and others, into plants that the world will call beautiful and useful.

Some are frail, while others, who have enjoyed so much pure air and sunshine, are adorned with sparkling eyes and "cheeks of tan," so the gardener must intelligently distribute from the fountain of learning the proper food and a sufficient amount or the plant will weaken and die.

Who can tell what these little ones will be? There might be within them the germ of ambition, courage and genius that made such men and women as Newton, Washington, Longfellow and Miss Willard.

They need only careful attention, instruction and training in the use of the instruments God has given them that they may grow physically, mentally and morally. The teacher who falls short of strengthening them in either of these three ways is not the true teacher. Without them the child cannot be perfect, and then when it arrives at maturity it will not produce the good fruit that it should.

This instruction and training must be commenced in infancy and continued through youth and young manhood or womanhood. The longer we wait the harder the work and less likely the success, for more and greater evils will have to be rooted out so the good may receive the sunshine and grow. For these reasons it is expedient that the teachers of the primary grades be well equipped in the three lines of work.

School Boards and Superintendents are becoming better educated and giving their work more thought. They are seeing this great need and supplying the best qualified and most experienced teachers to fill these rooms. This kind of work has been going on for some time, but still there are plenty of places where the grade does not receive the attention that it should. The boards often think that the young high school graduate, because he or she is a little stronger physically and mentally than the pupils, that they will do as well as the experienced, and of course they can get them so very much cheaper, so they are taken.

My mother is a florist and she, as others, will not let unskillful hands experiment very much by nourishing her most prized slips or young plants. She says try your hand with my older ones, those you can't very easily hurt, or, wait until I have time to carefully instruct and watch you nourishing the young ones and then when you show that you are qualified you can take these.

Men will not trust the training of their fine horses to children. Then why should people be willing to risk the training of their dear ones through the most important period with unexperienced teachers?

Think a minute; the little ones in a few years are to take the places of the men of to-day. Shall we not raise the standard higher and higher that men and women may be better prepared to govern and move the world? A large per cent of the teachers that enter the country schools have had no training at all. Now you may likely ask if I will always urge the giving of these places to experienced teachers. Not exactly so, but I think that young men and women who think of teaching should be shown the need of attending a training school and their attendance should be insisted upon. If we are made to work more diligently for the position desired we would likely appreciate it more and labor more to keep it longer when it is obtained.

The young teachers during the first few years of their work need a mind also. Because some who have not made the child a study will have a tendency to hasten along too rapidly, while others will do the opposite.

Have we such a guide? Yes, to a certain extent, and as it has been proven to be good and very useful it should be the duty of every teacher who wishes their work to be done well to use it, and chiefly the ones who enter the rural schools for the first time.

Although this State Course of Study has been so highly recommended by the committee of teachers, they do not claim it to be perfect or infallible; not even the authors claim this.

The course has been a great help to me in my meager experience of teaching, and I think it would have been greater, principally during the first year, had the outline for the first year or two of the primary division been more complete.

The work for the other years is given in the course so if we fail to accomplish what we should in one month, we may work harder the next.

Teachers and pupils are like travelers, they enjoy seeing mile-posts along their roads, especially when they have not been over the way before. The better acquainted teachers become with the work, the more experiments they can use without fear of so much injury to the little ones.

If you will notice the work for the primary grades as it is laid down in the Illinois State Course, you will find it given in a very general way, leaving

much to the invention of the teacher. This power is one of the good qualities of the primary teacher, but for the young and weak I would think that more strength could be gained and fewer blunders made if the plan were more definite. To help these and them in not causing injury to the pupils, is one of the chief objects of the course.

In reading, under what is known as "Chart Work," instead of just merely suggesting a few of the fifty or one hundred words that's to be learned before the reader is taken up, an outline for a few weeks and perhaps a model lesson or two ought to be added to what is already given. With this as a start and the then obtained knowledge of the pupils, the teacher can continue the outline, feeling surer that they are working aright. The greatest care must be taken at the first of school life to insure success.

Then when the reader is taken up there should be a few model lessons and a little more definite period of time allotted for the completion of the work in the first and second parts. Plans should be made so plain that a teacher cannot overlook the supplementary part.

As a general rule too little attention is given to the taking up of a second First Reader and other supplementary reading. Teachers and parents too often hasten this grade into the Second Reader before it is ready. The work then being too difficult for them, they drift backward instead of forward, and seldom, if ever, do they gain the former activity.

Under "Busy or Seat Work" the only thing suggested is sentence building with cards, and this cannot be used at the first of the term. Now, don't you think as this is one of the most trying points to a young teacher in the primary work, and a point upon which most of the success of good discipline depends, that along with the outline in chart work just mentioned there should also be given a number of other methods of "Busy Work" so as to start the teacher with a variety and assist him in inventing more?

The person who undertakes the drilling of the young child in phonics and is not acquainted with some of the primary devices for this work, finds it tedious, and will often think of giving up this part of reading entirely. We see nothing in the course that suggests to the teacher any means of assisting the pupils in remembering the sounds. Perhaps this is the reason why we see so little interest taken in phonics in the country schools. Now, as this is such great help to pupils in all grades, and at the same time teaching and drilling them with the desire of being independent, a desirable characteristic of our countrymen, it seems that a little more attention could and ought to be paid to it.

There is an old proverb that says, "The way the twig is bent the tree is inclined." Cannot this be applied to our pupils in the work that is called

language and grammar? Assist them to use and study good language from the very beginning, and then by the time they have finished the grammar course they will be able to use and understand the English language to good advantage.

Would it not then be more profitable and lighten the anxiety and blunders of our teachers to have a good language course definitely mapped out and insist upon it being used, than to have the work so general and just depend entirely upon the ingenuity of the teacher? Many are not gifted but must be trained.

If we will notice carefully we will find the same fault in the number work. People in this age are asking for their children to be trained more and more for business, and this must be obtained by constant and systematic drilling in numbers. The course allows us a great deal of ground to go over in the first two years. The teacher not knowing the capability of the young child's mind, and wishing to complete the year's work, will often hasten along too rapidly for thoroughness, so they generally get over more ground than the course requires. Can they not have assistance?

We are glad to see in the revised edition suggestive work in oral physiology that the little ones may learn more of self, thereby not being left entirely to grow up in ignorance of the make-up of the body, and to form habits that will destroy him to a certain extent physically and mentally.

Again it appears to me that as most of these untrained teachers are not supplied at first with many school journals, that some model object lessons in other science work would be very beneficial. Children enjoy more natural science, although it would have to be very limited. Not hardly one will remain idle in this work, but to the contrary each seems eager to learn more and more of the things about him. He needs only some one to suggest these little things to aid him in time of need by explaining to him that he cannot understand.

It is our duty to do all we can to make our pupils good observers and we may be blessed in our old age in knowing we were the teacher of another Newton.

The live teachers are not waiting for the course of study to suggest the things the child needs and enjoys, but are adding to their knowledge day by day and imparting it to those under them, but some, who have not had the training, and others who seem to be afraid of work and are teaching only for the money gained whether pupils are benefitted or not, depend upon the course.

With this condition of affairs in view, then should not we act in this work?

If a change is needed we should not longer delay, for hundreds of little boys and girls are being started in the school each year, and God holds us responsible for the work we do and that we leave undone.



ST. LOUIS HIGH SCHOOL BUILDING, GRAND AVENUE AND SCHOOL STREET.

ST. LOUIS NOTES.

THE new organization of the St. Louis Society of Pedagogy promises the best results to the teachers of the city, and the visiting teachers also.

The new plan of the organization seems to be the specialization of the society into eight sections, psychology, ethics, literature, history, science, art and the kindergarten.

The leaders severally being F. E. Cook, E. H. Long, Wm M. Bryant, F. Louis Soldan, George E. Seymour, George W. Krall, Wm. Schuyler, Amelia C. Fruchte and Mary C. McCulloch.

There is a growing disposition to think out and to re-state and re-interpret old truths into new and wider relations.

The St. Louis Society of Pedagogy has under the new regime and stimulus given it by the larger variety of topics discussed, suddenly expanded to a membership of nearly 600, and with a total attendance upon its meetings of more than 1,000 people, including many from beyond the ranks of teachers. It is not too much to say that an educational enthusiasm heretofore unknown has become manifest. The spirit of the new organization is this: That the teacher must be saved from the belittling tendencies of school-room work and must

be secured the full values of the not less distinctly ennobling tendencies of that work. The purpose of the new organization is to provide reasonable stimulus toward the richest possible self-culture on the part of the individual teacher as the surest and only really sure means of vitalizing the teacher's work in the class room.

The society has wisely decided, too, that *all* who are interested in education are eligible to membership. Those wishing to become members can do so by attending one of the sections and paying the fee, \$1, to the Secretary of the Section, receiving a ticket of membership in return. On the third Monday evening of each month the society holds its regular general meeting in the auditorium of the new High School building. At each of these meetings a lecture will be given and will be open to the public without charge. The first meeting for the current year will be Monday evening, October 15. The address will be by Dr. George E. Seymour, of the Normal and High School, his subject being, "Natural Law in the Economic World."

The sections meet on the first and third Saturday of each month at the new High School building. Four of them, Pedagogy, Psychology, Ethics and Art (sub-section

A), at 9:30 a. m.; the others, History, Science and Art (sub-section B.), at 10:45 a. m. The Kindergarten Section meets on Wednesday afternoon at the Board rooms.

The following is a summary of the work proposed for the various sections for the year 1894-95. Special announcements will be made from time to time in these columns, concerning the details of the work:

SECTION I. PEDAGOGY.

Leader, F. E. COOK.

This Section will consider the Definition (nature, form and limits) of Education, the Psychological and Ethical basis of the same, its varieties and its history, including the lives of the great teachers.

The tendency of the work this year, subject, of course, to modification at the will of the Section, will be more towards a practical application of the principles of pedagogy, to actual school work, both in discipline and instruction.

In addition to the foregoing it is proposed to devote the last two meetings of the Section to the consideration of methods and a graded course of reading for the young.

SECTION II. PSYCHOLOGY.

Leader, E. H. LONG.

The section in Psychology, if the members so desire, will begin the study of the subject from the physiological standpoint. The nervous system, its structure and functions, the relation of body to

mind, the response of mind to external physical environment, the response of mind to social environment, the so-called imitative faculty, the feelings and emotions, the intellect, the will.

SECTION III. ETHICS.

Leader, WILLIAM M. BRYANT.

The course in ethics will be devoted to the tracing of the evolution of the ethical aspect of consciousness. This will be presented in three phases, as follows:

I. The first of these phases is that expressed in *literary* and other art forms. This part of the course will be restricted to earlier forms, especially to ethnic legends.

II. The second phase is that in which ethical consciousness has attained *scientific* formulation. The consideration of this phase will involve comparison of specifically Greek, Roman and Hebrew forms; the comparison tending to show that these forms are mutually complementary factors of modern or Christian ethical consciousness.

III. The third phase is that in which ethical consciousness gives itself concrete expression in the form of *institutions*. The purpose here will be to show the organic character of institutions as the necessary embodiment of ethical consciousness.

SECTION IV. LITERATURE.

Leader, F. LOUIS SOLDAN.

[Greatly to the regret of the Society Dr. Soldan is compelled, by pressure of work, to suspend his course on Literature for the present year. The Executive Committee are glad to be able to say that he hopes to resume this course next year.]

SECTION V. HISTORY.

Leader, GEORGE E. SEYMOUR.

The work in this section will cover those features of National and Social Life, which tell the story of a nation's progress from Barbarism to Civilization, viz:

I. Its industrial growth.

II. Its religious progress.

III. The growth of its political institutions.

IV. Its educational advancement.

It will be our aim to show that in the focus of these several converging lines of national development is found that composite product known as civilization.

The study in detail, of the life of some great people, typical of the

growth of the race, is the plan of historical study in this department of inquiry.

SECTION VI. SCIENCE.

Leader, G. W. KRALL.

This section will pursue a course of Studies of Nature, following the plan of an excellent book lately published.

One part of the plan will be to have model lessons given by different members of the section. These lessons will be devoted partly to the Science of Common Objects, but more particularly to lessons on (1) plants, their leaves, flowers, fruits and seeds, and (2) to animal life. Miss Peabody, of the Normal School, will assist in the work of this section.

SECTION VII. ART.

SUB SECTION (A.) History of Art Periods, 9.30 a. m.

Leader WM. SCHUYLER.

SUB SECTION (B.) Art Centers, Masters and Masterpieces, 10:45 a. m.

Leader, AMELIA C. FRUCHTE.

The work in these sections will be (a) a study of the history of those periods which are especially productive in Art, examining the ethnological, sociological and political cause of this development and the particular course which it followed, and (b) a study (illustrated when possible) of the great Art Centers, of the great Masters, and the history, description and significance of the Masterpieces of Art.

This course will include the following periods and the representative masters and works of the same. Hellenic, Hellenistic and Roman Art. The Italian Renaissance, from Nicolo da Pisano, (13th century) to the Decadence (17th century); German Art; The Spanish School of the 17th century; Art in the Netherlands, France and England; Artists of the present time.

SEC. VIII. KINDERGARTEN.

Leader, MARY C. McCULLOCH.

The work of this Section will consist of a study of Child-Nature based upon Froebel's *Mutter und Kose Lieder*.

Miss Josephine Jarvis's translation of this work is recommended for the use of those joining this Section.

This Section will be especially helpful to all primary teachers.



THIS IS A VIEW OF THE BENTON, KINGSHIGHWAY AND ST. LOUIS AVENUE. WASHINGTON, ON EUCLID AVE., AND THE ADAMS, NORFOLK AND TOWER GROVE AVENUES.

The meeting of the Pedagogical Society at the High School building, last Saturday, was a very interesting one. The various sections were well organized, and outlined their plans of study and discussion for the meetings which are to follow.

Miss E. A. Whitmour was appointed secretary of the section of Psychology. This section decided to adopt for study during the next few months An Introduction to the Study of Philosophy, by Keyes.

Prof. Geo. E. Seymour, in his address outlining the plan for the study of history, gave in a very clear, concise and connected manner, the topics to be taken up, showing the way they became prominent in the history of the world.

The wisdom of the school board in deciding not to change Rock Spring school to a colored school is shown by the present enrollment of over 370 pupils, and the number is increasing daily. This school is in one of the old historical districts of St. Louis, and is popular among teachers as well as patrons.

Mr. Thomas M. Johnson, the widely known American platonist, formerly editor of the *Bibliotheca Platonica* and *The Platonist*, is projecting a series of lectures, covering the philosophy of Plato, Aristotle and Spinoza, to be delivered

to St. Louis teachers. St. Louis promises to have a school of philosophy rivalling the famous one of Concord.

Some of our readers outside of St. Louis seem to get the impression, largely from reading the St. Louis dailies, that the St. Louis school buildings are old, rickety and somewhat anti-deluvian. We are glad to be able to inform them that such is not the case. In fact, the school buildings of St. Louis are the pride of her citizens; they are beautiful in architectural design, and well equipped with all the modern conveniences for both teachers and pupils. Through the kindness of the architect, Mr. A. H. Kirchner, we are enabled to present views of a few of the buildings in this number.

WASHINGTON UNIVERSITY.

New Professors and Instructors Added to the Faculty.

THERE was a fine array of students at the opening of the Washington University last September. There have been quite a number of changes in the staff of instructors, as may be noted in the following list:

H. August Hunicke, adjunct professor of applied chemistry. Prof. Hunicke is a graduate of Washington University, having received the degree of E. M. in

1882. He then spent a year and a half at the Dresden Polytechnic School, after which he received the degree of M. S. from Washington University in 1885. He worked in connection with Prof. Potter from 1884 to 1889, and has since been doing consulting work.

Fifth Lieutenant William F. Hancock, of the Fifth United States Artillery, has been detailed for four years as professor of military science and tactics in Washington University. Lieutenant Hancock was graduated from West Point, July 1, 1879. He was appointed Second Lieutenant in the Fifth Artillery June 13, 1883, and First Lieutenant October 4, 1889.

Erastus Hopkins, A. B., Williams' College, '90, A. M., Williams' College, '91; S. B., Worcester Polytechnic Institute, '93, act as private assistant to Dr. Sanger.

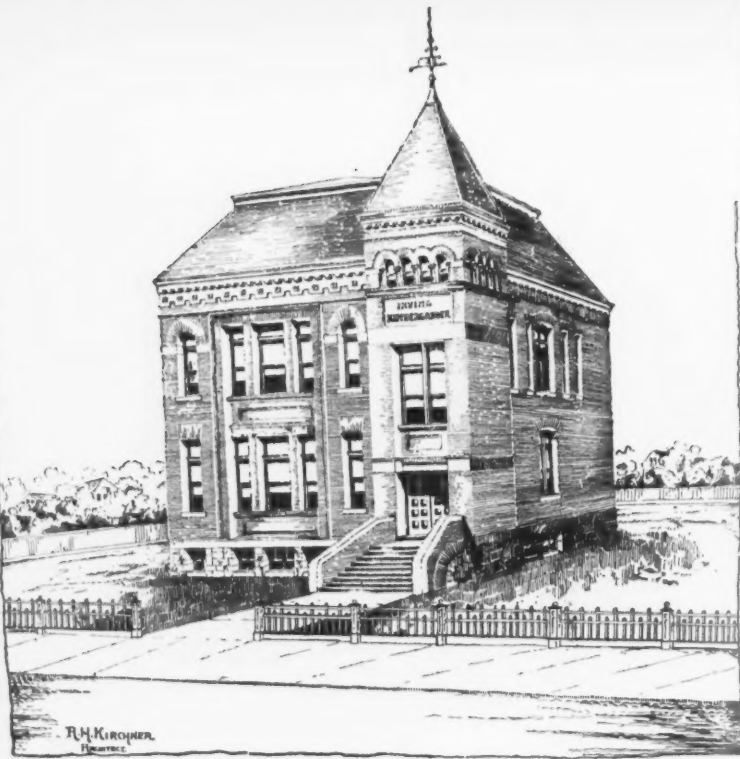
J. L. Van Ornum, B. C. E., '88; and C. E., '91, University of Wisconsin, will be Prof. Johnson's assistant in civil engineering. He has been engaged in active railway, municipal and government engineering, and was from 1892 to 1894 the chief topographer of the international boundary survey between the United States and Mexico.

William H. Boehn will act as assistant to Prof. Kinealy in mechanical engineering. He is a graduate of the Rose Polytechnic Institute, having received the degree of M. E. in 1891 and the master's degree in 1892. He has since been in the employment of the Chickasaw Iron Works, Memphis, Tenn.

Orville L. Simmons, B. S., Purdue University, '93, is the new instructor in cryptogamic botany. During the past year Mr. Simmons has been taking a post-graduate course at Tuft's College, Massachusetts.

William S. Curtis has been appointed to fill the vacancy at the Law School created by the death of Dr. Hammond. Mr. Curtis was graduated from Washington University in 1873 and from the Law School in 1876. He taught in Smith Academy for awhile, and has for the past ten years been practicing law in Omaha.

It is not the "knack" of doing things so much as *ability* to do, that we need. Ability is permanent strength, "knack" is a quick vanishing affair.



IRVING KINDERGARTEN SCHOOL.—ST. LOUIS.

Short Methods in Arithmetic.

The Secret of Rapid Calculators.

ONE-THIRD memory, one-third practice and one-third trick—that is the secret of most rapid calculators who figure before the public. Yet there is a principle involved in all rapid calculations, which is often important for every one to be familiar with. Here are several of them:

Curious and Useful Contractions.—To multiply any number of two figures by 11. RULE.—Write the sum of the figures between them.

Multiply 45 by 11. Ans. 495. Here 4 and 5 are 9, which write between 4 and 5.

To square any number of 9s instantaneously and without multiplying.

RULE.—Write down as many 9s less one as there are 9s in the given number, an 8, as many 0s as 9s, and a 1. What is the square of 9999?

Ans. 99980001.

EXPLANATION.—We have four 9s in the given number, so we write down three 9s, then an 8, then three 0s, and a 1. To square any number ending in 5.

RULE.—Omit the 5 and multiply the number as it will then stand by the next highest number, and annex 25 to the product.

What is the square of 75? Ans. 5625.

EXPLANATION.—We simply say, 7 times 8 are 56, to which we annex 25.

Rapid process of multiplying mixed numbers.—A valuable and useful rule for the accountant in the practical calculations in the counting-room.

RULE.—To the product of the whole number add half their sum plus $\frac{1}{4}$.

What will $3\frac{1}{2}$ dozen eggs cost at 7¢ cts., per doz.?

Here the sum of 7 and 3 is 10, and $3\frac{1}{2}$

half this sum is 5, so we simply say $7\frac{1}{2}$ 7 times three are 21 and 5 are 26, to which we add $\frac{1}{4}$. 26 $\frac{1}{4}$

N. B. If the sum be an odd number call it one less to make it even, and in such cases the fraction must be $\frac{1}{2}$.

For multiplying any two numbers together, each of which involves the same fraction.

To the product of the whole numbers add the product of their sum by, either fraction, after which add the product of their fractions.

What will 11¢ pounds of rice cost at 9¢ cts a pound?

Here the sum of 9 and 11 is 20, 11¢ and three-fourths of this sum is 9¢ 15, so we simply say, 9 times 11 are 99 and 15 are 114 to which we 114 $\frac{15}{100}$ add the product of the fractions $\frac{1}{10}$.

How the cube root of any number may be given instantly.

Say the cube given is 140,608, of which the root is 52. You know the cubes of the units by heart, thus:

The cube of 1 is 1.
The cube of 2 is 8.
The cube of 3 is 27.
The cube of 4 is 64.
The cube of 5 is 125.
The cube of 6 is 216.
The cube of 7 is 343.
The cube of 8 is 512.
The cube of 9 is 729.

Now, as the thousands in the cube exceed 125 and are less than 216, the tens in the reply must be 5. For the second figure, or units, a curious trick comes in. The cube of 1, 4, 5, 6 and 9 end in the same figures, the cube of 2 is 8; the cube of 3 ends in 7, and reversely the cube of 8 ends in 2 and the cube of 7 in 3.

So when the questioner says 140,000 (here you say to yourself 50) 608 you say out loud on the instant, 52.

Take another, 39,304. The thousands exceed 27, therefore the root is thirty something. The last figure is 4; therefore the root is 34.—*National Educator.*

"I'LL ASK YOU A RIDDLE."

THE paper of the Christian Endeavorers, *The Golden Rule*, in a recent issue prints some very good riddles, many of which are new. Here are some of the best:

Prove that a bee-hive is a bad potato. Answer: A bee-hive is a bee-holder, a beholder is a spectator, a specked "later" is a bad potato.

Why was Joseph Gillot one of the most wicked and inconsistent of men? Answer: Because he made people steal (steel) pens, and then said they did right (write).

To open their trunks the trees are never seen;

How do they, then, get on their robes of green?

Answer: They leave them out.

Why is a little boy going down hill, with his hat on the back of his head and a bottle of mucilage under his arm, like George Washington? Answer: Because he has his hat yet (hatchet). Of course some one is sure to ask, "What has the bottle of mucilage to do with it?" The answer to that is, "That is the sticker!"

My first is company, my second avoids company, my third calls company, my whole amuses company. What am I? Answer: Co-nun-drum.

What is the longest word in the English language? Answer: Smiles; because between its first and last letters there is nothing less than a mile.

When was paper currency first introduced? Answer: When the dove brought the green-back to the ark.

How did Henry the Eighth differ from other men as a suitor? Answer: He married his wives first and axed them afterwards.

Why was Goliath surprised when he was struck by a stone? Answer: Because such a thing never entered his head before.

What is that which goes up the hill and down the hill, and spite of all yet standeth still? The road.

Why was Orpheus a greater musician than Wagner? Because Orpheus made all the beasts of the fields laugh by his music, but Wagner made only one Lo(w)-hen-grin.

What are a lawyer's degrees of comparison? It is hard to get on, harder to get honor, and hardest to get honest.

Which are the cheapest features of the face? Answer: Two nostrils for a scent.

What is the brightest idea in the world? Answer: Your eye, dear.

Under what condition might handkerchiefs be used in building a wall? Answer: If they became brick (be cambric.)

Three sons go to the west and settle down, starting a cattle-ranch. When all is ready they send home to the mother in the east to name their new home. She in reply says, "Call it 'Focus.'" Why? Because it is where the sun's rays meet (sons raise meat).

Why is a lame dog like a sheet of writing-paper? A sheet of writing-paper is an ink-lined plane; an inclined plane is a slope-up; and what is a lame dog but a slow pup?

My first is a peculiar kind of butter. My second is a peculiar kind of liquor (licker). My whole is a peculiar kind of charger. Answer: Ramrod.

Why is life the greatest conundrum? Answer: We must all give it up.

What is it that grows longer by being cut at both ends? Answer: A ditch.

If Rider Haggard had been Lew Wallace, who would "She" have been? Answer: She would have "Ben Hur."

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Primary Department.

Nature Lessons.

OCTOBER AND NOVEMBER.

THE primary object of Nature Lessons at this stage should be to take advantage of the great fondness children have for observing living things, and especially those forms which move; to form strong habits of observation and reflection.

Encourage their desire to observe, and to tell what they have seen, by inviting them to bring to the school room such objects as have interested them.

Make such objects the foundation of exercises which aim to fix correct habits of oral expression, and to develop conversational powers.

Make such objects also the foundation of exercises which aim to strengthen the powers of observation and of rational reflection.

Let a part of the "busy work" of the little ones be a diligent search in the fields for objects for the next lesson. In these excursions stimulate the children to observe the habits of animals, and make the narration of these observations the basis of oral language lessons. But carefully avoid the tendency to fabricate tales for the occasion. These exercises may be given system under some such heads as:

1. Where animals live, as: (a) On the ground, (b) In the ground, (c) On plants, (d) In plants, (e) On animals, (f) In other animals, (g) On the water, (h) In the water, (i) In the air.
2. Ways in which animals travel or move.
3. How different animals eat.
4. What different animals eat.
5. How animals are clothed.
6. Structures animals build.
7. How animals fight and secure prey.
8. Ways in which animals are useful to man.
9. Ways in which animals are harmful to man.
10. How animals care for their children.
11. What animals do when winter comes, etc.

Encourage children to observe the transformations of insects and of frogs, by helping them to ways of watching the changes in the school room, and by inducing them to do the same or similar work at home.

This month study carefully the habits of the mouse; the black bird.

Where will the flies go?

Where will the woodchucks spend the winter?

How do they live so long without eating?

What other animals spend the winter in the same way?

Which birds leave us this month?

Where do they go?

Are the days shorter or longer than last month?

How many kinds of winter apples can you name?

Have you seen Jack Frost yet?

What good does he do?

If you dig carefully about the roots of the tomato or the tobacco plants you will find some strange chysalides. Do you know what made them and what will come from them?

Have you watched any caterpillars spin their cocoons?

Can you find a silk cocoon?

What bird is feasting on nuts this month?

What is the crow's fall diet?

Where will the frogs spend the winter?

Have you seen the thistle bird's winter suit?

What color is it?

What are the farmers doing now?

Are the brooks high or low?

What native fruits are in the market?

What foreign ones?

Where are sweet potatoes raised?

How do they grow?

Do they grow best in clay or sandy land?

What flowers can you find this month?

What are the chipmunks doing?

Where will they spend the winter?

Have you ever seen their home?

Where will the red and grey squirrels stay?

What other of our four-footed friends lay by a winter store?

What color are the woodbine berries?

What has become of the caterpillars?

What fruits ripen this month?

What vegetables must be harvested now?

Have you ever been at a husking party?

What about the red ear?

What color are the chestnut leaves?

What poisonous plant has very bright red leaves?

Children should be carefully taught to distinguish the poison ivy and other poisonous plants. R.

Arithmetic—Third Year.

HALVES, THIRDS AND FOURTHS.

1. $\frac{1}{2}$ of 12 is —.
 2. $\frac{1}{3}$ of 12 is —.
 3. $\frac{1}{4}$ of 12 is —.
 4. $\frac{1}{2}$ of 13 is —.
- Teach the pupils in reciting to say $6\frac{1}{2}$, not 6 and one over.
5. $\frac{1}{3}$ of 13 is —.
 6. $\frac{1}{4}$ of 13 is —.
 7. $\frac{1}{2}$ of 10 is —.
 8. $\frac{1}{3}$ of 10 is —.
 9. $\frac{1}{4}$ of 10 is —.
 10. $\frac{1}{4}$ of 11 is —.
 11. One foot and one inch are — inches.
 12. Mrs. Jones had thirteen eggs; she sold one dozen; she then had — egg.
 13. Henry earned 9 cents Monday, and 5 cents Friday. He then had — cents.
 14. Mary has knit thirteen stockings. This makes — pairs and —.
 15. James pays 3 cents a bag for pop corn, and sells it at 5 cents a bag. On 1 bag he gains — cents; on 3 bags he

gains — cents; on 5 bags he gains — cents.

16. Sixteen quarts are — gallons.

17. Three gallons are — quarts.

18. Seventeen quarts are — gallons and — quarts.

This lesson can be continued almost indefinitely, and will furnish much busy seat work. R.

Arithmetic—Fourth Year.

FOURTHS AND EIGHTHS.

HAVE the children take a circle and cut it into halves, using the dark or strong line for that division, each half should be divided into halves by cutting through the middle line. Have the parts counted, and have the children notice that the circle is now divided into four equal parts. Give name



for each part, and write it in words and figures on the blackboard. Also give the word *quarter* as meaning the same thing. Have fourths put together to form a circle and call the children's attention to the fact that it is no longer a whole circle, although equal to one. Have the children tell how they would divide anything into fourths, using the circle for illustration. They have now learned that in one circle there are four fourths. Have the circle divided into halves, and the number of fourths in one and two halves counted. Have the children notice that one circle, two halves and four fourths are equivalent.

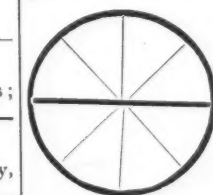
Have fourths taken away from the circle successively, and these facts taught: $1 - \frac{1}{4} = \frac{3}{4}$, $1 - (\frac{1}{4} \text{ or } \frac{1}{2}) = \frac{1}{2}$, $1 - \frac{3}{4} = \frac{1}{4}$, $1 - \frac{1}{4} = \frac{3}{4}$. Have the children find what must be put with $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ to complete the circle.

Next have them find how many times $\frac{1}{4}$ must be taken to make $\frac{1}{2}$, $\frac{3}{4}$ and $\frac{1}{4}$. Also into how many equal parts $\frac{1}{2}$, $\frac{3}{4}$ and $\frac{1}{4}$ must be divided to get $\frac{1}{4}$. Lines, slips of paper, paper squares, and oblongs should also be divided into fourths by the children.

Until perfectly familiar with the subject, the children should use their circles when questions are given.

EIGHTHS.

Review halves and fourths. Then have each fourth cut into halves. Have the number of equal parts counted, and give name for each and write it in words and figures on the blackboard. Have the eighths formed into a circle, and have this divided into halves and the number of



eighths found in one and two halves. Have the circles divided into fourths, and children find how many eighths are in one, two, three and four fourths. Have children notice that one circle, two halves, four fourths, and eight

eighths are equivalent, and that $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$ are also equivalent.

Have the eighths taken from the circle consecutively, and then have the children take one, two, three, four, five, six, seven eighths, and find how many eighths, must be added to each to complete the circle.

Have the children take from the circle one, two, and three fourths, and find the number of eighths that will be left. Also the number of eighths that must be added to one, two, and three fourths to complete the circle.

Questions in addition and subtraction can be worked out by the children under the direction of the teacher.

Have the children find how many times $\frac{1}{4}$ must be taken to make $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$, $\frac{7}{8}$, $\frac{5}{8}$ or 1 circle, and into how many equal parts each must be divided to get $\frac{1}{8}$.

Lines, slips of paper, and paper squares should also be divided into eighths. Clay spheres can also be divided into halves, fourths and eighths.

1. If I have $\frac{1}{2}$ of a peach, how shall I cut it to get $\frac{1}{8}$ of a peach?

2. Mrs. Brown had $\frac{3}{4}$ of a pie which she divided among her three children. What part of the pie did she give to each?

3. If William earns $\frac{2}{3}$ of a dollar a day, how many days will it take him to earn a dollar? To earn half a dollar.

2. Carl earned $\frac{3}{4}$ of a dollar, and Edward earned $\frac{1}{4}$ of one. Which earned the more? What part of a dollar did Carl earn more than Edward?

5. If I have $\frac{3}{4}$ of a melon, to how many children can I give $\frac{1}{8}$ of a melon?

6. Which would you rather have $\frac{3}{4}$, $\frac{1}{2}$, or $\frac{1}{4}$ of a pie?

7. Julia spelled $\frac{7}{8}$ of her words right. What part did she spell wrong?

8. If I have $\frac{1}{2}$ and $\frac{1}{4}$ of a melon, how many eighths have I?

9. If James has $\frac{7}{8}$ of an apple, to how many boys can he give $\frac{1}{8}$?

10. Edith had $\frac{1}{2}$ of a dollar and her mother gave her a quarter. If she spends $\frac{3}{4}$ of a dollar for a slate and $\frac{1}{4}$ for a book, what part of a dollar will she have left?

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Grammar Grades.

A GRAMMAR TEST.

THE following test was given to six Wisconsin institutes for graded school teachers. Of the 186 papers there were but six perfect ones, and the average standing was 63 per cent. Let's try it. Superintendents, test your teachers; teachers, test your pupils.

Fill each blank in the following sentences with one of these words: "he," "she," "him," "her," "I," "me."

1. She says that you and — may go.
2. Let not him boast that put his armor on, but — that takes it off.
3. It makes no difference to either you or —.
4. — that cometh to me I will in no wise cast out.
5. Who ate the orange? It was —.
6. You and — and — will manage the affair.
7. If I were — I would resist.
8. Was it — that I saw? No, it was —.
9. Will you let Mary and — go home?
10. When you saw — and — we were walking.
11. May — and — read the letter?
12. She wants — and — to be prompt.
13. Oh, no, my child, 'twas not in war. And — that kills a single man His neighbors all abhor.
14. Look at Lucy and —; we are running.
15. If you will let George and — sit together we will be quiet.
16. It is neither — nor — that is wanted.
17. — that overcometh will I make a pillar in the temple.
18. Fill the following with "we," "us," "they," "them."
19. That is wholesome doctrine for — Americans.
20. It is not — but — whom we seek to please.
21. Did you say that — or — were chosen.
22. She told Helen and — boys to speak plainly.
23. Let none touch it but — who are clean.
24. It was — whom you saw.
25. Could it have been — who did the mischief?
26. Whom did she call? — girls.
27. Fill the following with "who," or "whom."
28. He knew not — they were.
29. He married a French lady — they say is very witty.
30. — do men say that I am?
31. I see the man — is to make the speech.
32. — is it that you wish to see?
33. He is not the man — I supposed he was.
34. — do you wish to see?
35. She is a lady — I know will interest you.

Problems in Profit and Loss.

1. Bought for \$36; sold for \$40. Gain per cent?
2. Bought for \$40; sold for \$36. Loss per cent?

3. Cost 36c; selling price 40c. Gain per cent?
4. Cost \$24; gain 10 per cent. Selling price?
5. Selling price 70c; loss 75 per cent. Cost?
6. Buying price 70c; loss 75 per cent. Selling price?
7. Cost \$20; selling price \$29. Gain per cent?
8. Cost \$20; selling price \$290. Gain per cent?
9. Cost \$20; selling price \$20.90. Gain per cent?
10. Cost \$20; selling price \$20.09. Gain per cent?
11. Selling price \$300; loss \$100. Loss per cent?
12. Selling price \$175; cost \$150. Gain per cent?
13. Cost \$300; gain \$100. Gain per cent.
14. Selling price \$375; gain 25 per cent. Profit?
15. Cost \$36.50; selling price \$28.50. Loss per cent?
16. Selling price \$33.95; loss 3 per cent. Cost?
17. Cost \$75.00; loss 5½ per cent. Selling price?
18. Selling price \$20.16; gain 5 per cent. Cost?
19. Selling price \$64; profit \$16. Gain per cent?
20. Cost \$37.50; selling \$42. Gain per cent?
21. Selling price \$26.88; loss 6½ per cent. Loss?
22. Cost \$24; gain 1 per cent. Selling price?
23. Selling price \$41.16. gain 5 per cent. Cost?
24. Selling price \$29.83; loss 5 per cent. Loss?
25. Cost \$19.50; loss 6 per cent. Selling price?

ANSWERS.

- 1, 11 1-9 per cent. 2, 10 per cent. 3, 11 1-9 per cent. 4, \$26.40. 5, \$2.80. 6, 87½c. 7, 45 per cent. 8, 1,350 per cent. 9, 4½ per cent. 10, 9-20 or .45 per cent. 11, 25 per cent. 12, 16½ per cent. 13, 33½ per cent. 14, \$75. 15, 21 67-73 per cent. 16, \$35. 17, \$71.34. 18, \$19.20. 19, 33½ per cent. 20, 12 per cent. 21, \$1.92. 22, \$24.24. 23, \$39.20. 24, \$1.57. 25, \$18.33.

BIOGRAPHICAL OUTLINES.

For the History Class.

I.

MAGELLAN.

1. Nationality.
2. Time in which he lived.
3. In whose service engaged while exploring the New World.
4. Voyages.
5. When made.
6. Results.
- Straits of Magellan.
- Naming the Pacific Ocean.
- Rank as an explorer.
- Death—where—how.
- First circumnavigation of the globe by one of his ships.

II.

DE SOTO.

- Nationality.
- Time in which he lived.
- Short account of expedition with Pizarro.
- Voyage of discovery.
- Objects of voyage.
- Success.
- Discovery of Mississippi river.
- Death and burial.
- Return of his followers.

III.

RALEIGH.

- Nationality.
- Time in which he lived.
- During whose reign.
- Services.
- I. Two vessels sent out for explorations. Explorations on coasts of the Carolinas and Virginia.
- Name of country, Virginia. Why?
- II. First attempt to settle the Carolinas. Results.
- III. Second attempt to settle the Carolinas. Results.
- His death.

IV.

JOHN SMITH.—Early Life.

- Birth, time and place.
- Nationality.
- Education.
- Adventures of youth.
- MANHOOD.
- First voyage to America. When made.
- Explorations on the coast of Virginia.
- Founding a Virginia colony—James-town.
- London company. First charter.
- Government of colony—two councils—governor.

- John Smith as governor.
- Standing among the colonies.
- Prosperity of the colony under him.
- His explorations.
- Narrow escapes.
- Friendship of the Indians while Smith remained.
- The second charter.
- Smith's return to England. Cause.
- Results.
- Change of government.

SMITH'S SECOND VOYAGE.

- Third charter.
- Introduction of slavery.
- Indians—wars—results.
- Virginia made a royal province.
- Death of Smith. When. Where.
- Injustice of England towards Virginia.
- Navigation acts.

Physiology.

THE work in physiology for November, as outlined in the Course of Study, takes up the subject of digestion. This is a very important subject because upon it hangs the very essence of health and, therefore, happiness.

I.—FOOD.

Lead pupils to state why we eat, where the food is first received, what process it undergoes there, and by what means this is accomplished. Why is more than one kind of food necessary. Why food is cooked. Importance of being well cooked, etc.

II.—TEETH.

1. Location. 2. Covering. 3. Kinds. Incisors, bicuspid, molars, canines. Give form and use of each kind and tell where situated.

Give the care of the teeth as follows: Keep clean (manner of cleaning); do not pick teeth with hard substances; do not crack nuts with the teeth, (show why).

III.—TONGUE.

1. Location. 2. Uses. Do we taste with the tongue? Why does the doctor look at the tongue?

IV.—SALIVA.

Lead pupils to state the effect of chewing and discover whence the moisture comes and what it is called. Give care of sacs. Do not chew gum; do not chew tobacco. Teach that in chewing gum the saliva is wasted; that in chewing tobacco the saliva is poisoned, (show why it should not be wasted or poisoned).

V.—STOMACH.

1. Location. 2. Uses. 3. Care. Give uses of the stomach—to receive food; to soften and mix food. Name the fluids of the stomach. Give care of stomach; (a) Time of taking food—stated times; do not eat between meals. (b) Manner of eating; eat slowly; masticate thoroughly; do not drink while eating. (c) Quantity of food—do not eat too much; stop eating before fully satisfied. (d) Condition of food; do not take food very hot nor very cold.

The following are the principal:

- | | |
|---------------------|----------------|
| Steps of Digestion. | Mastication. |
| | Insalivation. |
| | Deglutition. |
| | Chimification. |
| | Chylification. |
| | Absorption. |

The following "Story of a Biscuit" as used in one of the Missouri institutes gives the process of digestion in regular order:

1. It is masticated, that is, chewed and mixed with the saliva.
2. By the action of the muscles of the pharynx and esophagus it is forced into the stomach.
3. In the stomach it is acted upon by the gastric juice and most of it digested.
4. It is forced through the pylorus into the small intestines.
5. Here it is absorbed principally by the blood vessels of the villi.
6. The small veins now carry it into the portal vein, which empties it into the liver from below.
7. It passes out of the liver and is carried by the large vein into the heart.
8. It is then carried with the blood to the lungs and returned as red blood.
9. It is pumped by the heart to all parts of the body.
10. It is assimilated by the various tissues, carrying nourishment wherever needed.

Much useful information will be obtained by searching text books to answer search questions like the following:

1. Why are raw ham and raw sausages dangerous?
2. What mineral do we eat that is poison to fowls?
3. What part of the blood and of the body is water?

4. What service do plants render to animals?
5. In what months are oysters best?
6. What is the chief food in China and India?
7. What vegetable stands first in usefulness?
8. If compelled to live on a single article of diet, which would be the best?
9. What does the word *parotid* mean?
10. What is the *thoracic* duct?
11. What is the only part of the body that does not contain salt?
12. What amount of meat can an Esquimaux eat in a day?
13. Why are our teeth not all of the same shape?
14. How much saliva is poured into the mouth of an adult each day?
15. What is the length and diameter of the stomach of an adult?
16. How was the time required for various kinds of food to digest ascertained?
17. What is the weight of the liver?
18. What quantity of bile is secreted each day?
19. How many fluids are used in digesting the food, and what quantity of them are secreted in a day?
20. How many villi are there in the human body?
21. How large is the thoracic duct?
22. What amount of water does the body need each day?
23. What is the diameter and length of the intestines?
24. How many teeth in the first set? In the second set?
25. How long is the oesophagus?
26. Why is vomiting more easily induced in infants than in adults.

ANSWERS TO TEN OF ABOVE QUESTIONS.

1. Raw ham and raw sausages are dangerous because they often contain a little worm, called the *trichina*, which causes a severe disease in those who eat them. The *trichina* is killed by thorough cooking.—*Smith*.
2. The only mineral we eat by itself is *salt*. It is a great hardship to be deprived of it. It helps digestion, and is very necessary to the body. Some animals need it as much as men. The cattle on the western plains will go a long distance to find a salt spring. It is poisonous to fowls.—*Smith*.
3. When we remember that about *eight-tenths* of the blood is water, and that about *seven-tenths* of the whole body is water, and that we are losing water constantly through the lungs and the skin, and the kidneys, we can see why it is necessary to us. We can bear to go without food better than to be deprived of water.—*Smith*.
4. One great business of plants is to take air and minerals into themselves, and make them into food for animals.—*Smith*.
5. It is a good rule to eat oysters only in the months that have an *r* in them.—*Smith*.
6. Many millions of the human family live on rice. It is the chief food in China, India and some other countries.—*Smith*.

7. No vegetable is used more generally in the civilized world than the potato. It is a native of North America, and was introduced into Europe three hundred years ago. Since that time it has become the chief food of great numbers of people. No other vegetable is so light and delicate.—*Smith*.

8. If compelled to live on a single article of diet, milk would be the best, because it contains every one of the different classes of food-stuffs, and is usually easy of digestion.—*Mills*.

9. The word *parotid* means "near the ear."—*Mills*.

10. The lacteals that are in the center of the villi unite to make a large vessel, called the thoracic duct. This duct is as large as an ordinary slate pencil, it lies in front of the spinal column and ends by emptying into the large vein just beneath the collar bone.—*Stowell*.

Have the pupils search for the others. Get them to see they are studying the subject and not a book.—*R*.

Spelling—Seventh Year.

THE course of study for November says: "Define word, simple word, compound word. Give many examples. Study the use of the hyphen in compound words. Pronunciation and diacritical markings of words often mispronounced." The following will suggest others:

breeches	bronchitis
brooch	business
butterine	cafe
callopie	calm
canine	carat
cordia	carmine
carotid	cashmere
cassava	catalpa
caterer	celluloid
celibate	chamois

In studying about words it is always best to arrange them alphabetically or in lists according to the meaning of some principal part of the word. This month study analysis and meaning of words containing "graphy," meaning a writing.

1. Geography—Geo, the earth—graphy, to write. A written description of the earth.
2. Autograph—Auto, self—graph, to write, i. e., name.
3. Biography—Bios, life—graphy; to write of life.
4. Caligraphy—Kilo, beautiful—graph; beautiful writing.
5. Lithography—Lithos, a stone—graphy; a writing or taking impressions from stone.
6. Orthography—Orthos, correct—graphy; correct writing of words.
7. Stenography—Stenos, narrow—graphy; the art of writing shorthand.
8. Telegraphy—Tele, at a distance—graphy; to write by sound at a distance.
9. Topography—Topos, a place—graphy; to write a description of a place.
10. Typography—A writing with type, i. e., printing.

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Adjectives.

MANY schools will be studying the adjective during November. The following logical outline is more complete than we have been able to find in any of the grammars:

ADJECTIVES.	Def. Kinds	Qualifying	Def. Ordinary Proper Verbal Ordinary Possessives Numerals	Cardinal Ordinal Multiplicative
	Nature	Comparative Incomparable	Positive Comparative Superlative	
	Uses	To limit nouns To represent nouns		Subject Object Complement Idea word, in a second class element.
	Sources	Original words Nouns Pronouns Verbs Adverbs Relation words		
ADJECTIVES.	Errors to be avoided	Use of an adjective for adverb Use of wrong comparative Use of wrong adjective Use of redundant adjectives		
				R.

LITERARY NOTES.

CURRENT HISTORY.

To our readers who are too busy to spend the time required for sifting out the facts bearing on all the important questions of the day, and who wish to have at their fingers' ends a convenient handbook by which they can post themselves at a moment's notice on any subject engaging the world's attention—political, social, diplomatic, scientific, literary or religious—we can recommend no more useful publication than *CURRENT HISTORY*. Every three months it comes from the press brimful of information on every conceivable topic one is likely to be reading or talking about. The facts are not scattered here and there through the book, but are gathered together and presented in such a way as to show their relation to one another. The book follows a uniform plan of arrangement, so that the reader knows just where to turn to find a full treatment of any subject he wishes to study. The back numbers to date cover the history of the world for the past four years and a half.

The present number (2d quarter, 1894) contains 224 pages, is beautifully illustrated from original photographs, and deals with hundreds of topics in all parts of the world, prominent among which we note the tariff question in the United States and Canada, the Pullman boycott, the great Coal and Railroad strikes in the United States, Coxeyism, the assassination of M. Carnot and the development of Anarchism and Socialism, the Korean imbroglio, the work of the 53d Congress, Canadian affairs, the Crisis in Newfoundland, political movements in Europe, the crisis in Denmark, Serbia, and Bulgaria; and the final settlement of the Hawaiian question. Published by Garretson, Cox & Co., Buffalo, N. Y. \$1.50 a year; single numbers 40 cents; sample copies, 25 cents; specimen pages sent on application.

"Life Studies from Mother Goose," by the author of Preston Papers, is made up of judicious directions for the preparation of wax works, pantomimes and illustrated lectures from Mother

Goose Melodies. It will afford fun for winter evenings. Preston Papers Pub. Co., 37 West 10th St., New York.

S. C. GRIGGS & Co. announce for early publication an authorized translation, by Elias J. MacEwan, M. A., of Dr. Gustav Freytag's great work, "The Technique of the Drama." It is an historical and philosophical exposition of dramatic composition and art, stating the general principles governing the structure of plays, the creation of characters, and the rules of acting. Dr. Freytag ranks among the first of living playwrights and novelists, and no book extant has the general respect of scholars as authority on the subject as his "Technique" possesses.

THE same house will publish shortly a story by the artist, Mary H. Ford, author of "Which Wins?" entitled "Otto's Inspiration," which traces the workings of the force of heredity along artistic and moral lines.

THE August number of the *New England Magazine*, from the cover of the first page to the concluding paragraph in the "Editor's Table," it seems to us, is about as near a "model" as has yet been reached in the magazine world. In matter, illustration and variety of topics, it could not well be improved upon. We wish our teachers would put the *New England Magazine* into all the schools, libraries and reading circles. If the well-to-do New England people would subscribe for a few copies, and circulate them among the growing towns of the West and South, it would serve a most beneficent purpose in counteracting the reading of pernicious literature.

TWO PREMIUM BOOKS ON EDUCATION
ISSUED SEPT. 10, 1894.

"How shall we order the child?" is the great problem of parents and teachers. The American Sunday-school Union offered \$1,000 in two premiums, \$600 for the best book and \$400 for the next best, written for the society, on the "Christian Nurture and Education of Youth for the Twentieth Century." The premium of \$600 was awarded to the manuscript entitled "A New Life in Education." The second premium of \$400 was awarded to the manuscript entitled "How John and I Brought Up the Child. By John's Wife." After the awards were made the names of the writers of the two prize books were found to be Fletcher Durell, Ph.D., of Dickinson College, Carlisle, Pa., and Mrs. Elizabeth Grinnell, of Pasadena, California. The books are one in aim, but diverse in method. The first is a broad and scholarly discussion of the principles of education. The other is a portrayal of how the actual problem of bringing up the child was wrought out in a Christian home. The American Sunday-school Union, Philadelphia and New York.

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BOOK REVIEW.

"WITH the Wild Flowers," from Pussy-willow to Thistle-down. A rural chronicle of our flower friends and foes, describing them under their familiar English names. By E. M. Hardinge. 16 mo., cloth, fully illustrated, \$1.00. The Baker & Taylor Co., New York. This little volume will delight the lovers of wild flowers. It is bright, instructive and entertaining.

"SNAP SHOTS," with An Old Maid's Kodak. Snap Shot Publishing Co., 37 West Tenth Street, New York. Price, \$1.00 This bright, new book is really a tonic for teachers. While attending teachers' institutes I was often asked if I had read Snap Shots. I can now say yes and I enjoy it hugely. It teaches many good lessons in such an interesting and entertaining manner that you cannot help but get the thought. Teachers should get, read it and enjoy it.

NATURE Stories for Young Readers, Animal Life, by Florence Bass. D. C. Heath & Co., Boston, pp. 172. Price, 35 cents. This is a very attractive and interesting book for the young, and one that will receive a hearty welcome from all those teachers who have classes in Nature Study. The boy or girl who reads this book will surely become close observers of the animal life around them and thus be led to study nature everywhere. Splendid to use as a supplemental reader, or from which to read short selections to the school.

SHELDON'S Primary Language Lessons, Sheldon & Co., Chicago. This book is well graded and provides sufficient material for three years study. In addition to inductive oral work many lessons are given in written compositions, based upon pictures, outlines and selections from standard literature. The information lessons on plant and animal life and lessons on better writing are splendid features. With this book in the hands of the pupils, even the boys will take an interest in Language Lessons.

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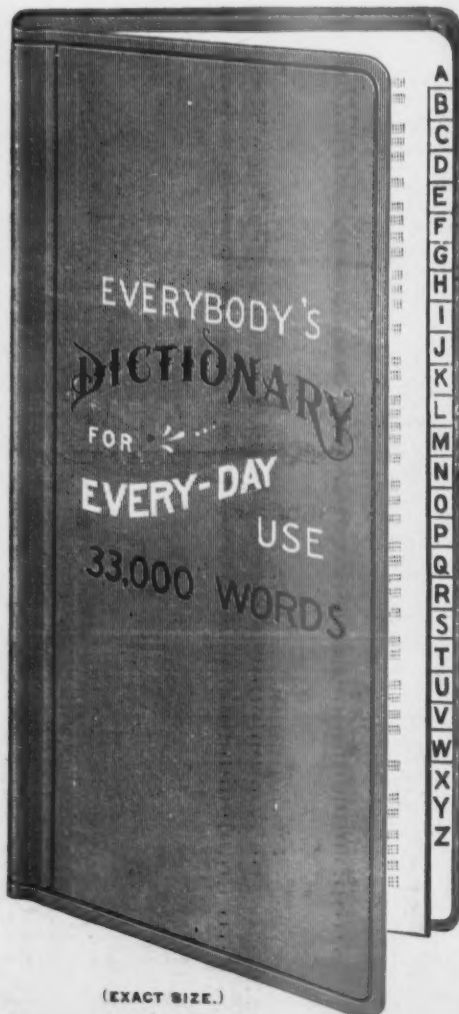
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